



Expert Coaching
Jo Wilson



Focus

Styles

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About this Report

This report is based upon the Wave Styles assessment, which explores an individual's motives, preferences, needs and talents in critical work areas.

The results are based on a comparison with an international group of over 31,000 professionals and managers.

Since the questionnaire is a self-report measure, the results reflect the individual's self-perception. Our extensive research has shown this to be a good indicator of how people are likely to operate in the workplace. Nevertheless, due consideration must be given to the subjective nature of using an individual's self-perception in the interpretation of these data.

It should be remembered that the information contained in this report is potentially sensitive and every effort should be made to ensure that it is stored in a secure place.

The information contained within this report is likely to remain a good reflection of the individual's self-perception for 12-24 months, depending upon circumstances.

The report was produced using Saville Assessment software systems. It has been derived from the results of an assessment completed by the respondent, and reflects the responses they made.

This report has been generated electronically. Saville Assessment do not guarantee that it has not been changed or edited. We can accept no liability for the consequences of the use of this report, howsoever arising.

The application of this assessment is limited to Saville Assessment employees, agents of Saville Assessment and clients authorised by Saville Assessment.

Introduction

Psychometric Profile

The Psychometric Profile - Response Overview provides a summary of Jo Wilson's responses on the questionnaire. The four indicators in the Response Summary highlight any extreme response patterns. The Psychometric Profile focuses on the 12 Focus Styles sections, which are arranged under four main cluster headings (Thought, Influence, Adaptability and Delivery). The 12 sections are each comprised of three underlying facets (36 in total), with verbal descriptions of the facet scores shown underneath the section name.

Competency Potential Profile

The Competency Potential Profile has been developed based on databases which link the facets of the Styles questionnaire to detailed, independent assessments of work performance. This gives a unique prediction of Jo Wilson's likely strengths and limitations in 12 key performance areas. Underlying components of performance are reflected in the verbal descriptions and scores under each of the 12 competency headings. This prediction should be interpreted against key work requirements as established through job analysis or competency profiling methods. Highly positive profiles may reflect an unrealistically positive self-view whilst low scoring profiles may reflect an overly critical self-view. In such cases, it is particularly important to verify the results against other information.

Predicted Culture/Environment Fit

The Predicted Culture/Environment Fit gives an indication of the aspects of the culture, job and environment that are likely to enhance or inhibit a person's success. Saville Assessment's groundbreaking research suggests that people's motives and talents interact in important ways with culture, job and environment characteristics to help determine their work performance and competency.

Coaching Preparation

This report is designed to provide a guide for individuals wishing to develop themselves or work with a coach or manager. This section allows you to prepare by setting out your future goals and reflecting on your strengths and challenge areas.

Core Strengths

This section of the report presents your top four strengths:

Communicating Information
Building Relationships
Driving Success
Showing Resilience

Successful people tend to know what they are good at and play to these strengths. 'Building Strengths' provides you with tips on how to build and capitalise on your strength to match the requirements of your role. 'Working Effectively with Others' provides tips to help alert the organisation and/or your manager to understand your strengths and find ways to work with you to promote your development. Clear areas of strength are most likely to contribute to effectiveness and enjoyment at work. They may, however, lead to unwanted or undesirable consequences if overplayed. 'Using Strengths Well' provides tips to optimise the special contribution your strengths can bring to your workplace.

Introduction

Challenge Areas

This section of the report presents two areas of challenge for you:

Giving Support **Structuring Tasks**

Challenge areas are unlikely to be areas where there is a strong capability or desire for you to change. As well as seeking to develop these areas, it is often likely to be beneficial to manage these areas given that they are likely to be less open to development. 'Developing Challenge Areas' provides you with tips on how to develop and manage your limitations. 'Working Effectively with Others' provides tips on how the organisation and/or your manager can help find ways to support your development.

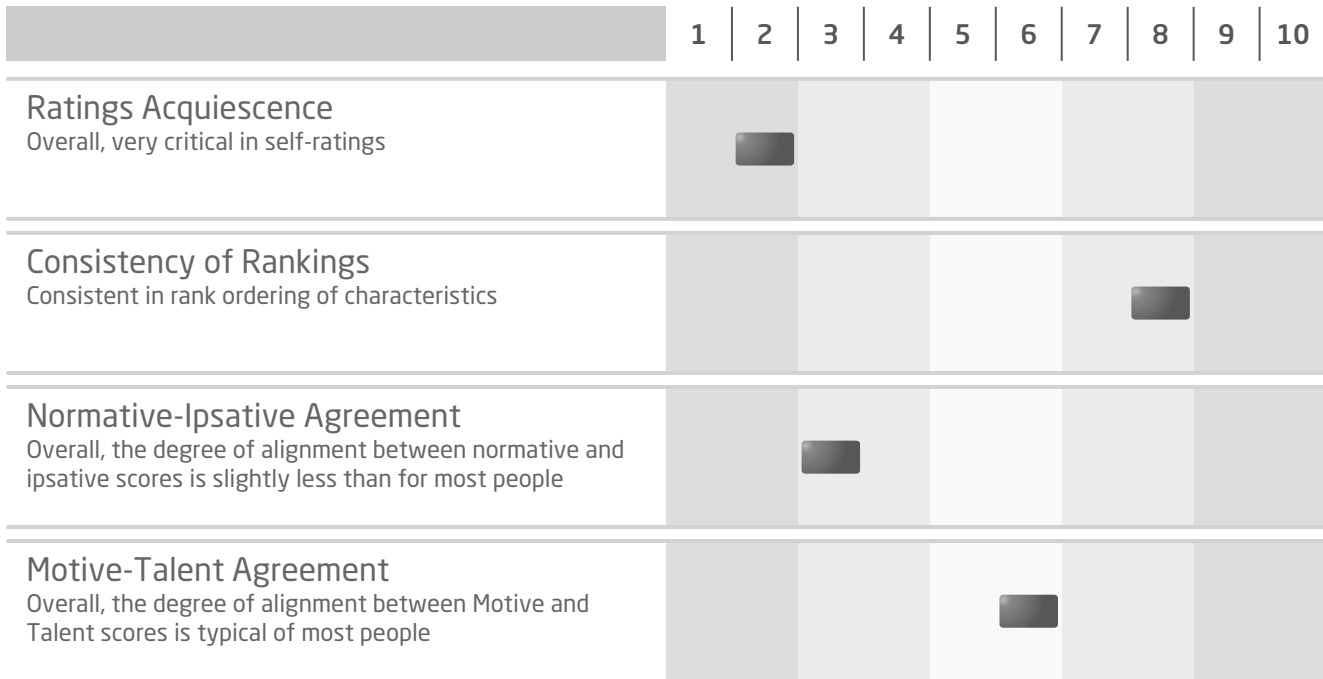
Coaching Plan

This section encourages you to reflect on the key activities you are planning to undertake across the coming months. Space is provided for three focus areas.

Psychometric Profile - Response Overview

This profile provides a detailed assessment of Jo Wilson’s responses to the Styles questionnaire. It begins with a summary of response patterns followed by an explanation of the profile structure. The pattern of responses should be kept in mind when interpreting the Psychometric Profile. The next page reports on the results of the four major clusters.

Response Summary



Profile Breakdown

Saville Assessment’s extensive research indicates the best predictor of performance at work is generally the score indicated by the Sten marker (combined normative-ipsative). Information is also provided on subtle differences highlighted by the profile, which are unique to Wave reporting:

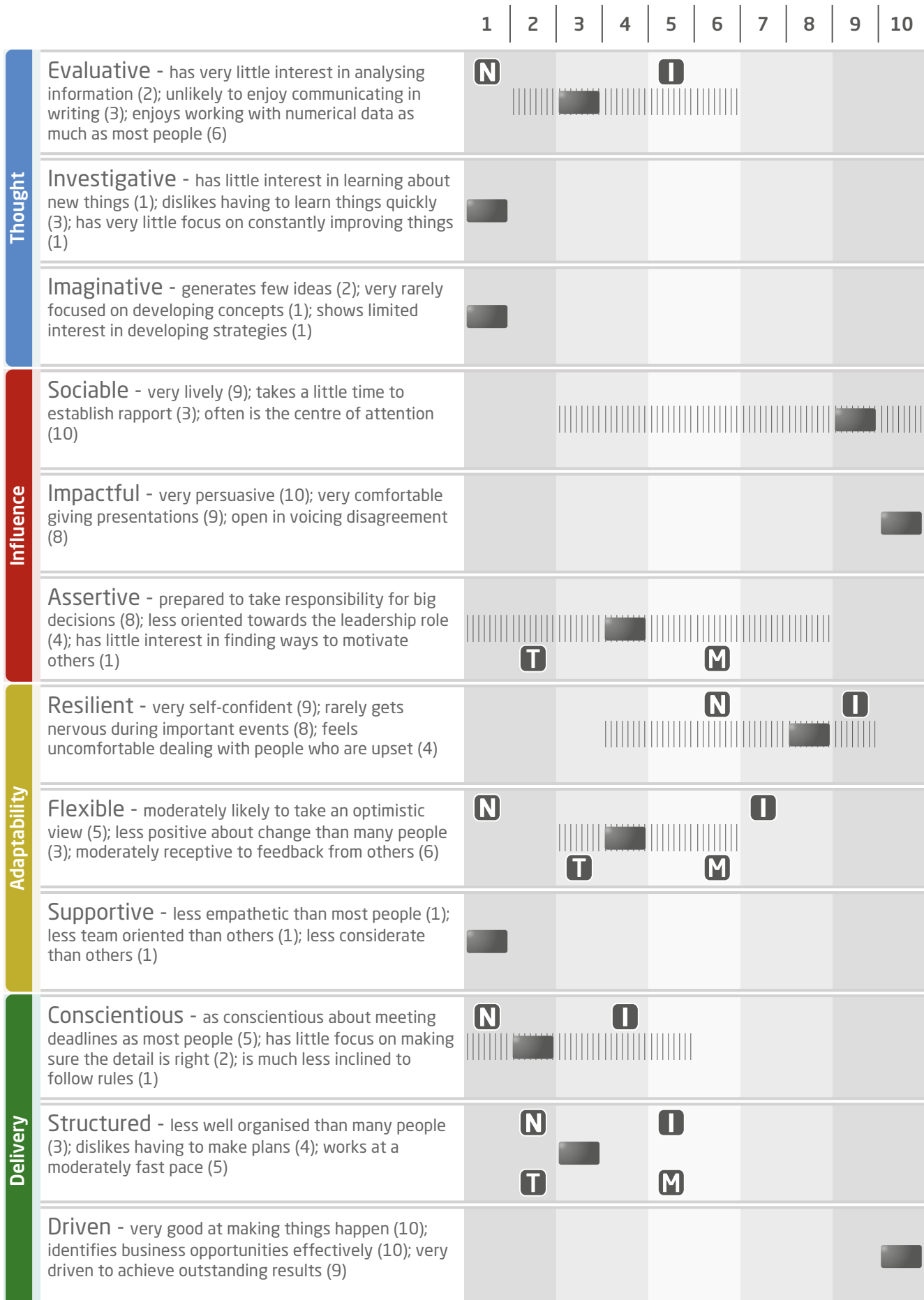
||||| **Facet Range.** Where the range of facet scores within any dimension is of three Stens or more, this is indicated both by hatching on the dimension scale and the provision of individual facet scores in brackets alongside each verbal facet description.

N - I Normative-Ipsative Split. Differences between normative (rating) and ipsative (ranking) scores of three Stens or more are indicated by the markers **N** and **I**, respectively. Where ipsative scores are higher than normative ones, the person may have been overly self critical in their normative self descriptions. If normative scores are higher than ipsative, it may mean that the person has been less self critical and has possibly exaggerated their normative description. This provides specific areas for further verification, rather than one unspecified measure of social desirability.

M - T Motive-Talent Split. Differences between motive and talent scores of three Stens or more on a given dimension are indicated by the markers **M** and **T**, respectively. Such differences may suggest an incentive to develop in given areas, or indicate areas where environmental influences are having a strong impact.

Psychometric Profile

Acquiescence (2) Consistency (8) N-I Agreement (3) M-T Agreement (6)



Competency Potential Profile

This profile provides Jo Wilson's areas of greater and lesser potential. The measures of competency potential have been developed based on Saville Assessment's extensive international databases linking Wave to work performance.

	Competency Description	Potential
Solving Problems	Evaluating Problems Examining Information (2); Documenting Facts (5); Interpreting Data (4)	 Fairly Low higher potential than about 25% of the comparison group
	Investigating Issues Developing Expertise (1); Adopting Practical Approaches (7); Providing Insights (3)	 Extremely Low higher potential than about 1% of the comparison group
	Creating Innovation Generating Ideas (3); Exploring Possibilities (1); Developing Strategies (1)	 Extremely Low higher potential than about 1% of the comparison group
Influencing People	Building Relationships Interacting with People (9); Establishing Rapport (6); Impressing People (10)	 Very High higher potential than about 95% of the comparison group
	Communicating Information Convincing People (10); Articulating Information (9); Challenging Ideas (8)	 Extremely High higher potential than about 99% of the comparison group
	Providing Leadership Making Decisions (9); Directing People (6); Empowering Individuals (1)	 Average higher potential than about 40% of the comparison group
Adapting Approaches	Showing Resilience Conveying Self-Confidence (9); Showing Composure (8); Resolving Conflict (2)	 Fairly High higher potential than about 75% of the comparison group
	Adjusting to Change Thinking Positively (6); Embracing Change (2); Inviting Feedback (4)	 Low higher potential than about 10% of the comparison group
	Giving Support Understanding People (1); Team Working (1); Valuing Individuals (1)	 Extremely Low higher potential than about 1% of the comparison group
Delivering Results	Processing Details Meeting Timescales (4); Checking Things (3); Following Procedures (2)	 Low higher potential than about 10% of the comparison group
	Structuring Tasks Managing Tasks (3); Upholding Standards (1); Producing Output (6)	 Extremely Low higher potential than about 1% of the comparison group
	Driving Success Taking Action (9); Seizing Opportunities (9); Pursuing Goals (7)	 Very High higher potential than about 95% of the comparison group

Predicted Culture/Environment Fit

Based on extensive Saville Assessment research linking the styles of individuals to culture at work, this highlights the aspects of the culture, job and environment that are likely to enhance or inhibit Jo Wilson's success:

Performance Enhancers

- ⊕ where there is the opportunity to be the centre of attention and people are aware of one's achievements and status
- ⊕ where the ability to make a persuasive case is highly valued and influence is by means of persuasion and negotiation rather than the exercise of authority
- ⊕ where people are encouraged to assume responsibility for important decisions and decisiveness is a valued characteristic
- ⊕ where self confidence is regarded as an asset and people are encouraged to know their own worth and take responsibility for their own workload
- ⊕ where energy levels are high, there is a strong action orientation and people are rewarded for taking the initiative and making things happen
- ⊕ where the ability to explain things clearly and confidently is highly valued and there are frequent opportunities for giving formal presentations
- ⊕ where commercialism and entrepreneurialism are valued and the emphasis is on identifying business opportunities and outperforming the competition
- ⊕ where there are numerous opportunities for making new contacts and developing relationships, and good networking is seen as a key to success

Performance Inhibitors

- ⊖ where one is in a low profile position and achievements go unrecognised
- ⊖ where influence is by means of command and control rather than by persuasion and negotiation
- ⊖ where the responsibility for major decisions rests with other people and there is little opportunity to influence the outcome
- ⊖ where self confidence is equated with arrogance and denigrated, and people are discouraged from taking control of their own workload
- ⊖ where energy levels are low and people show little initiative
- ⊖ where relatively little importance is attached to the ability to explain things well and there are few opportunities for giving presentations
- ⊖ where the culture is non-commercial, non-competitive and non-profit oriented
- ⊖ where there are few networking opportunities

Coaching Preparation

What are your future goals?

What do you consider to be your most useful strengths?

What do you think you will need to do differently to achieve your goals?

Core Strengths

Communicating Information

You are prepared to put your views across confidently, persuasively and with conviction. This may be an advantage in that your opinions are more likely to be taken into account and you are likely to be able to bring other people round to your point of view.



Building Strengths

- Before attempting to persuade others on an important issue, take time to rehearse the likely objections and best counter arguments.
- Check others' understanding of the key points you are communicating. Where you identify there is a lack of understanding, consider alternative ways of explaining the point.
- Ensure that you are being positive about the points you agree with while challenging the points you disagree with.



Working Effectively with Others

- Look for opportunities where you can make a difference through persuasion and negotiation.
- Take early opportunities to present information directly to colleagues and/or clients.
- Understand and discuss when and where it is likely to be appropriate for you to be more challenging and what the expectations are in terms of expressing concerns or alternative viewpoints.



Using Strengths Well

- Could you ever find yourself continuing to persuade others when the case has already been won? ACTION: Observe people and listen for signs of agreement. Remember to stop persuading when these signs are clear.
- Do you often find yourself as the person who is asked to do the talking? ACTION: Consider when a colleague knows more about a subject and give them the opportunity to present.
- Have you ever prolonged discussion or debate by revisiting points which are agreed upon and are not going to change? ACTION: Know when to move on to challenge points that you have the potential to influence.

Core Strengths

Building Relationships

You are likely to be active in developing relationships, interacting with others and getting yourself noticed. This is useful as it is likely to provide you with many opportunities through a wide circle of contacts.



Building Strengths

- Ensure conversations you have with key stakeholders are focused on topics which are relevant to both of you, and your work.
- Reflect on different individuals' reactions to you when you first meet them and consider what you could do differently to engage them more quickly next time.
- Identify which colleagues and stakeholders you would like to impress with the work that you are doing. Be clear on what specifically you could do to raise your profile with them.



Working Effectively with Others

- Find opportunities to attend events where you will have the chance to meaningfully network and develop potentially important relationships.
- Identify a list of colleagues you will benefit from engaging with; discuss the best way to approach each contact.
- Look for opportunities to highlight achievements and successes to colleagues in a manner that is appropriate for the organisation.



Using Strengths Well

- Are you ever taking up too much of other people's time when they are busy? ACTION: Be careful to check that when people are busy they have time to talk to you.
- Do the majority of your work conversations have a clear purpose? ACTION: Be careful not to spend too much time engaging with others when it is not relevant to your work area/goals.
- Could promoting your own achievements ever be seen as something you do for yourself rather than for others? ACTION: Be sure to highlight colleagues' achievements as well as your own.

Core Strengths

Driving Success

You have clear focus and determination to achieve results and make things happen. This focus can often make the difference between success or failure in an ambitious project.



Building Strengths

- Take action on the challenging but critical issues you face and avoid getting distracted by less important tasks.
- Explore major new opportunities with your colleagues and identify how you can help progress these and help make your organisation more competitive.
- Regularly review and question whether you are focused on the goals which will provide the most benefit to you and your organisation.



Working Effectively with Others

- Identify aspects of your role where a high level of energy is required and there is a strong need to take action and make things happen.
- Explore where there may be some opportunities to be competitive and entrepreneurial within your role.
- Ensure colleagues understand your results orientation and that you are likely to want to drive projects to a successful conclusion.



Using Strengths Well

- Is initiating new activity ever at the expense of getting through your normal workload? ACTION: Ensure that you have time to cover your key responsibilities before initiating new activities.
- Are you ever in the situation where you find yourself in direct competition with colleagues? ACTION: Try to be supportive to all of your colleagues and remember you are all working in the organisation's best interest.
- Could your strong desire to achieve success lead you to push yourself and others too hard? ACTION: Ensure that you are not demanding too much of yourself or others.

Core Strengths

Showing Resilience

You are likely to be relatively resilient to the challenges and demands of your role. When faced with adversity at work, you will tend to remain calm and seek a resolution to problems.



Building Strengths

- Look for opportunities which push you to do things that are outside of your comfort zone.
- When faced with a difficult challenge or situation, mentally prepare yourself by reflecting upon when you were effective previously.
- After dealing with a situation where others were angry or upset, review what you did to help and consider what you could do differently next time.



Working Effectively with Others

- Let your colleagues know what you are confident doing and that you are willing to do things you have not done before.
- Be open with your colleagues about how you have handled pressure in the past and what you found easy or more difficult.
- Make others aware that you may be prepared to help out in resolving conflicts or challenges between people.



Using Strengths Well

- Could your strong self-confidence ever lead you to underestimate how difficult a particular challenge might be? ACTION: Ask others how easy or difficult they found similar challenges to be.
- Does your composed approach ever mean that others do not realise when things are getting too much? ACTION: Work on understanding where your pressure points are, and be prepared to say no.
- Is there a danger of getting too involved in disagreements or arguments between colleagues? ACTION: Question whether you should get involved in such discussions, particularly if the topic is not critical for your work.

Challenge Areas

Giving Support

Your primary focus at work is unlikely to be on supporting other people. At times, you may be perceived by others as self-focused and they may think that you do not place sufficient emphasis on the people issues.



Developing Challenge Areas

- Make time to speak to colleagues on a one-to-one basis and understand their individual work issues and concerns.
- Where you are less certain what the best direction to take is, discuss the options with colleagues and try to reach a common/shared understanding.
- Work closely with a colleague who it is important for you to trust. Over time build your sense of confidence that they will do what they need to do to get the job done.



Working Effectively with Others

- Work together to minimise distractions when it is important to focus attention and listen to others.
- Agree the right balance for you and your work in terms of working collaboratively with others versus working independently.
- Be sure that you are supporting the right people in the right way and know when it is particularly critical to provide your support and assistance.

Challenge Areas

Structuring Tasks

You do not see yourself as particularly well organised in how you structure your work. You are more likely to take a flexible approach to managing tasks and activities rather than being particularly focused on following a precise plan or schedule.



Developing Challenge Areas

- At the start of each day, spend time checking your diary. Understand what your upcoming commitments are and what you need to arrange to ensure that these all run smoothly.
- Reflect on recent experiences you have had which have challenged your thinking around ethics and principles. What lessons can you draw from your experiences for the future?
- Think about when you perhaps use your time less constructively and try to do something which delivers a tangible outcome instead.



Working Effectively with Others

- Prioritise and develop clear plans for work tasks and projects.
- Ensure that you understand the organisation's procedures about ethics and confidentiality, particularly those that relate directly to your work.
- Structure your workload to ensure that it is manageable and that you are not doing several different things at the same time.

Coaching Plan

Focus Area One (Strength Area):

Why have you chosen this area?

What are your key development activities?

Who can help with your development and how?

How and when are you going to measure how successful you have been at developing this area?

First Update (e.g. after six months)

What progress have you made? What will you do next?

Second Update (e.g. after 12 months)

What progress have you made? What will you do next?

Final Update (e.g. after 18 months)

What progress have you made? What will you do to continue your development?

Coaching Plan

Focus Area Two (Challenge Area):

Why have you chosen this area?

What are your key development activities?

Who can help with your development and how?

How and when are you going to measure how successful you have been at developing this area?

First Update (e.g. after six months)

What progress have you made? What will you do next?

Second Update (e.g. after 12 months)

What progress have you made? What will you do next?

Final Update (e.g. after 18 months)

What progress have you made? What will you do to continue your development?

Coaching Plan

Focus Area Three (Strength or Challenge Area):

Why have you chosen this area?

What are your key development activities?

Who can help with your development and how?

How and when are you going to measure how successful you have been at developing this area?

First Update (e.g. after six months)

What progress have you made? What will you do next?

Second Update (e.g. after 12 months)

What progress have you made? What will you do next?

Final Update (e.g. after 18 months)

What progress have you made? What will you do to continue your development?

Notes